

Superintendent's Memo #196-11**COMMONWEALTH of VIRGINIA
Department of Education**

July 15, 2011

TO: Division Superintendents

FROM: Patricia I. Wright, Superintendent of Public Instruction

SUBJECT: Transmittal of the 2011 Standards of Quality

This memorandum provides information regarding the additions and revisions to the *Standards of Quality (SOQ)*, §§ [22.1-253.13:1](#) through [22.1-253.13:9](#) of the *Code of Virginia*, passed by the 2011 General Assembly. The revisions became effective July 1, 2011, unless otherwise noted.

Attached is a copy of the standards with the changes made by the 2011 General Assembly noted in italics.

The 2011 General Assembly revised Standards 2, 3, 4, and 9 of the SOQ through the following legislation:

**[HB 1554](#)
[SB 810](#)**

Impacts Standard 4 by providing for the delayed implementation until July 1, 2012, of certain statutes and regulations upon which the accreditation of Virginia's schools is based.

Exceptions to this delay are: 1) the graduation and completion index currently in effect; 2) the economics and financial literacy graduation requirement for the Standard and Advanced Studies diplomas beginning in the 2011-2012 school year; and 3) increases and changes to the credit requirements for the Advanced Studies Diploma and changes to the credit requirements for the Standard Diploma beginning in the 2011-2012 school year. Please see [Superintendent's Memorandum No. 112-11](#) for additional information.

Reference: § [22.1-253.13:4](#) of the Code.

**[HB 1792](#)
[SB 1270](#)**

Amends Standard 2 in a number of areas to provide flexibility to school divisions:

- **Mathematics Specialists (Item E)** – Standard 2 provides that “In addition to the positions supported by basic aid in support of regular school year programs of prevention, intervention and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards.”

[HB 1792](#) and [SB 1270](#) add the following language to this Item: “To provide flexibility in

the provision of mathematics intervention services, school divisions may use the Standards of Learning Algebra Readiness Initiative funding and the required local matching funds to employ mathematics teacher specialists to provide the required mathematics intervention services. School divisions using the Standards of Learning Algebra Readiness Initiative funding in this manner shall only employ instructional personnel licensed by the Board of Education.” (This language is similar to language in the 2011 Appropriation Act, [Item 132.B.2.f](#) – See Attachment B.)

- **English Language Learners (Item F)** - Standard 2 provides that “In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.”

[HB 1792](#) and [SB 1270](#) add the following language: “To provide flexibility in the instruction of English language learners who have limited English proficiency and who are at risk of not meeting state accountability standards, school divisions may use state and local funds from the Standards of Quality Prevention, Intervention, and Remediation account to employ additional English language learner teachers to provide instruction to identified limited English proficiency students. Using these funds in this manner is intended to supplement the instructional services provided in this section. School divisions using SOQ Prevention, Intervention, and Remediation funds in this manner shall employ only instructional personnel licensed by the Board of Education.” (This language is similar to language in the 2011 Appropriation Act, [Item 132.C.9.d](#) – See Attachment B.)

- **Reading Specialists (Item G)** - Standard 2 provides that “In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall employ the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board.”

[HB 1792](#) and [SB 1270](#) add the following language: “To provide flexibility in the provision of reading intervention services, school divisions may use the state Early Reading Intervention Initiative funding and the required local matching funds to employ reading specialists to provide the required reading intervention services. School divisions using the Early Reading Intervention Initiative funds in this manner shall only employ instructional personnel licensed by the Board of Education.” (This language is similar to language in the 2011 Appropriation Act, [Item 132.B.2.e](#) – See Attachment B.)

- **Assistant Principals (Item H)** - Standard 2 provides that “Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students;...”

[HB 1792](#) and [SB 1270](#) add the following language “...and school divisions that employ a sufficient number of assistant principals to meet this staffing requirement may assign assistant principals to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary...”

- **Data Coordinator (Item J)** - Standard 2 provides that “Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher.”

[HB 1792](#) and [SB 1270](#) add the following language: “To provide flexibility, school divisions may use the state and local funds for instructional technology resource teachers to employ a data coordinator position, an instructional technology resource teacher position, or a data coordinator/instructional resource teacher blended position. The data coordinator position is intended to serve as a resource to principals and classroom teachers in the area of data analysis and interpretation for instructional and school improvement services, as well as for overall data management and administration of state assessments. School divisions using these funds in this manner shall only employ instructional personnel licensed by the Board of Education.” (This language is similar to language in the 2011 Appropriation Act, Item 132.B.2.d – See Attachment B.)

- **Support Services (Item O)** - [HB 1792](#) and [SB 1270](#) change provisions related to support services by including categories of support personnel, which are as follows:
 - Executive policy and leadership positions, including school board members, superintendents and assistant superintendents;
 - Fiscal and human resources positions, including fiscal and audit operations;
 - Student support positions, including (i) social workers and social work administrative positions; (ii) guidance administrative positions not included in subdivision H 4; (iii) homebound administrative positions supporting instruction; (iv) attendance support positions related to truancy and dropout prevention; and (v) health and behavioral positions, including school nurses and school psychologists;
 - Instructional personnel support, including professional development positions and library and media positions not included in subdivision H 3;
 - Technology professional positions not included in subsection J;
 - Operation and maintenance positions, including facilities; pupil transportation positions; operation and maintenance professional and service positions; and security service, trade, and laborer positions;
 - Technical and clerical positions for fiscal and human resources, student support, instructional personnel support, operation and maintenance, administration, and technology; and
 - School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students. (These ratios are the same ratios that were included in Standard 2 prior to July 1, 2011.)

The bills also provide that school divisions may use the state and local funds for support services to provide additional instructional services, which is current practice for school divisions.

Reference: § [22.1-253.13:2](#) of the *Code*.

[HB 1793](#)

Amends Standard 4 by allowing local school boards to award the Seal for Excellence in Civics Education to a student receiving a modified standard diploma.

Reference: § [22.1-253.13:4](#) of the *Code*.

[HB 2077](#)

Amends Standard 3 by clarifying that the Board of Education’s review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests includes

the exclusion of students from testing who are required to be assessed, by local school board employees responsible for the distribution or administration of the tests.

Reference: § [22.1-253.13:3](#) of the *Code*.

[HB 2172](#)
[SB 953](#)

Amends Standard 9 by requiring the Board of Education to take into account in its guidelines for the Virginia Index of Performance program a school division's increase in enrollments and elective course offerings in science, technology, engineering, and mathematics (STEM).

Reference: § [22.1-253.13:9](#) of the *Code*.

[HB 2494](#)

Amends Standard 3 by providing that any school board, on behalf of one or more of its schools, may request from the Board of Education release from state regulations and approval of an individual School Accreditation Plan.

Reference: § [22.1-253.13:3](#) of the *Code*.

[Attachment A](#) includes a listing of all nine standards of the *Standards of Quality* with the changes effective July 1, 2011, highlighted with underlined text. You may also access all nine standards at the following Web address: <http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+TOC22010000013000020000000>.

[Attachment B](#) summarizes the staffing flexibility provisions contained in the current [Chapter 890](#) (2011) General Assembly budget.

You may find the final legislative reports for the 2011 General Assembly session on the Department's Web site at <http://www.doe.virginia.gov/boe/legislation/index.shtml> and in Superintendent's Memorandum #135-11, dated May 13, 2011, which provides information regarding legislation passed by the 2011 General Assembly at http://www.doe.virginia.gov/administrators/superintendents_memos/2011/135-11.shtml.

Please contact the Office of Policy at (804) 225-2092, or by electronic mail at policy@doe.virginia.gov, if you need additional information or have questions about these bills.

PIW/MJP/jcj

Attachments:

- a. [Code of Virginia – 2011 Standards of Quality](#) (PDF)
- b. [Excerpts from the Chapter 890, 2011 Acts of Assembly \(2011 Appropriation Act\)](#) (PDF)